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ABSTRACT

Initially prepared for use by teams of state library agency and library-media and information science association and education program representatives participating in the 1979-1980 CLENE/USOE Institute, "Statewide Systems of Continuing Education: New Directions," this paper was revised to expand its potential use beyond participating states. It is designed to stimulate team action planning and to assist teams in considering issues and methods presented during the institute and relating them to their own region, in considering future directions for continuing library education, and in determining future action. Four sections (each containing an introduction, directions and a series of questions) cover: (1) clarifying terms and understanding; (2) describing a present continuing education system; (3) deciding what kind of system is desirable; and (4) planning for change. The workbook can be used alone or in conjunction with the "Continuing Education Planning Inventory: A Self-evaluation Checklist," which was created during the first CLENE Institute in statewide systems of library education. While designed for group situations, it can also be used by individuals. A 10-item annotated bibliography is included. (LMM)

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CONCEPT PAPER

PLANNING COORDINATED SYSTEMS OF CONTINUING LIBRARY EDUCATION

A WORKBOOK & DISCUSSION GUIDE

BY KATHLEEN WEIBEL

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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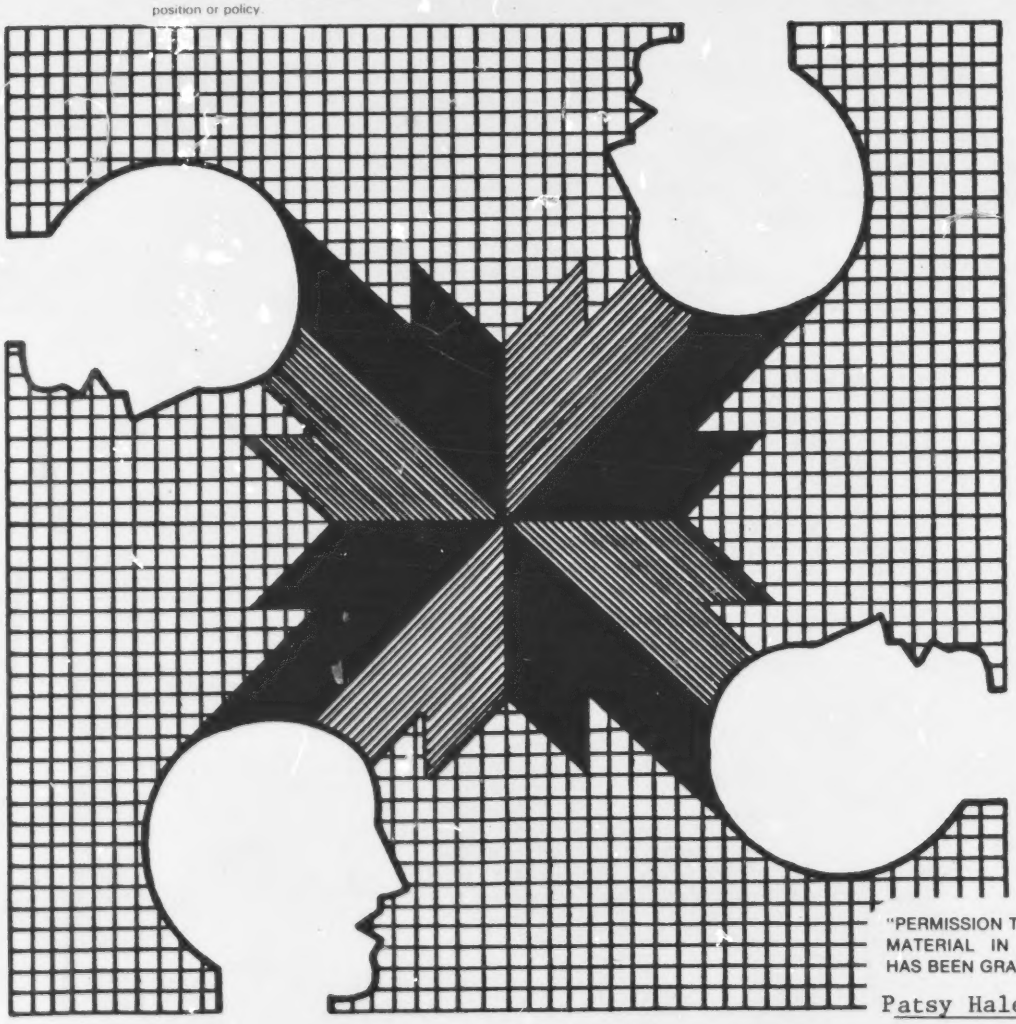

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INTRODUCTION

This workbook and discussion guide initially was prepared for use by teams of state library agency and library-media and information science association and education program representatives participating in the 1979-1980 CLENE/USOE Institute "Statewide Systems of Continuing Education: New Directions." Due to delays in document preparation, Institute planners were unable to integrate the workbook and discussion guide into the week-long workshop. However, the workbook and discussion guide subsequently was distributed to participants; those using it have reported it helpful.

To extend its potential use beyond those states participating in the Institute, the workbook and discussion guide is being published and distributed by the Continuing Library Education Network and Exchange, Inc. It has been slightly revised and a brief annotated bibliography has been added. Essentially, this document contains the same concepts as the workbook distributed during the Institute. It is designed to assist teams:

- in considering the issues and methods presented during the week-long workshop portion of the Institute.
- in examining continuing library-media and information science education in their own region;
- in relating the issues and methods presented during the week to the situation in their region;
- in considering future directions for continuing library-media and information science education;
- in determining action to be taken in the future.

The purpose is to stimulate team action planning, not to direct it.

The workbook does not present a model to be followed or even blanks to be filled in, although that is its format. It raises issues found pertinent by people who have attempted to develop coordinated systems of continuing library education on the local, state, and regional level. If the issues are pertinent to your situation, all to the good. If not, they may help you determine which issues are pertinent.

The workbook and discussion guide is divided into four sections:

(1) What are we talking about?

(2) Where are we now?

(3) Where are we going?

(4) How will we get there?

Each section consists of a brief introduction, directions, and a series of questions.

The workbook can be used alone or in conjunction with Continuing Education Planning Inventory: A Self-Evaluation Checklist, which was created during the first CLENE Institute on statewide systems of continuing library-media and information science education.

While designed for use in group situations, the workbook can also be used by individuals. Remember, though, that a coordinated system of continuing library education cannot be developed unilaterally, unless the individual or organization attempting to do so carries a mighty big stick. In the library field, there don't seem to be sticks big enough, or folks interested in wielding them in behalf of continuing education.

Don't let the size of the workbook trouble you. Use only what is useful. The remainder may prove helpful at a later time. Remember, too, that the workbook was originally intended for use by teams

of planners working together for a week. Their planning experience was more intense than yours probably will be. They had a whole week to think of little else but continuing library education coordination. You have many other things to do. And while, like the CLENE/USOE Institute participants, you have expertise available to assist you, you don't have it in the concentrated form that they had.

A lot of people knowingly and unknowingly contributed to this workbook. Originally it was conceived by members of the 1979-80 Institute Advisory Board and staff: Clifford E. Lange and Karen Watkins, New Mexico State Library; Bernard Franckowiak, University of Denver; Johnie Givens, Metrics Research Corporation; Margaret Goggin, University of Denver; Carmela Ruby, California State Library; James A. Nelson, 1979-80 CLENE President; Elizabeth W. Stone, Eleanor Biscoe, and Mary Baxter, project staff; and Muriel Howick, project evaluator.

Jim Nelson, State Librarian of Kentucky; Joan Durrance, Coordinator of Continuing Education, School of Library Science, University of Michigan; and Linda Crowe, formerly of the North Suburban Library System critiqued the workbook in its initial draft stages.

After the Institute, the document was circulated to a few continuing library education planners for comment: Joan Durrance; Jana Varlejs of the Graduate School of Library and Information Studies, Rutgers University; Barbara Conroy, an independent consultant; Sue Mahmoodi, Continuing Education and Library Research Specialist, Minnesota Office of Public Libraries and Interlibrary Cooperation; and Ilse Moon, an independent consultant. Linda Crowe, Marlene Hansen, of the Rochester (New York) Regional Research Library Council and

Jean Currie of the South Central (New York) Research Library Council gave particular attention to its potential application on a regional basis.

The CLENE Publication Committee also reviewed the document: Patricia Schuman, President, Neal-Schuman Publishers, chaired the Committee in which Linda Crowe, Patricia M. Hogan, Ilse Moon, and Jana Varlejs served. Changes and clarifications have been made based on their advice.

To simplify language, the term library is used throughout the workbook and discussion guide rather than "library, media and information science." "State," region," and "area" are used interchangeably to signify the geographic or jurisdictional area being considered. "Group" and "team" are used for planners.

A sincere attempt has been made to strip the workbook of jargon and complicated questions. However, there are still a few rough spots. Suggestions for improvement are welcome.

Kathleen Weibel
Madison, Wisconsin
July 1981

WHAT ARE WE TALKING ABOUT?

The field of adult education is experiencing unprecedented growth. With this growth comes the formalization of specialities such as continuing professional education. And with specialization come issues of definition. Before embarking on discussions of planning continuing library education in your state or region, it is useful to check the team's understanding of some basic concepts and terms.

On the following pages are a series of questions which have been designed to aid in this process. These questions are based on two assumptions:

(1) that the understanding of concepts and use of terms will vary with individual, institutional, or jurisdictional perspective;

(2) that awareness of this variation is essential to productive planning.

The following question are formulated to demonstrate this variety. Definitions and elements of definitions are sought from a personal viewpoint, institutional point of view, and state or regional level perspective. For some, the answers may be repetitive; for others, differences will be readily discernible.

This is not a quiz. There are no right answers, although there is a growing consensus within the field on definitions and understandings of some terms and concepts. The point is to arrive at a common understanding of what each individual brings to the discussion.

It is suggested that each team member respond individually to the questions and then compare answers. If a common terminology can be

achieved, record it for future reference. Groups may also wish to discuss concepts and terms not listed on the following pages. Some of these may come to mind now. Others will come up during the planning process. Use the last page of this section to list these and to note definitions.

If you have discussed concepts and have agreed upon terminology, feel free to go on to something more useful for your planning process.

I. Personal Definition

A. How do you define:

1. LIFELONG LEARNING?

2. CONTINUING LIBRARY EDUCATION?

3. LIBRARY STAFF DEVELOPMENT?

B. What kinds of learning activities* do you think constitute:

LIFELONG LEARNING	CONTINUING LIBRARY EDUCATION	LIBRARY STAFF DEVELOPMENT

* For the purposes of this question, learning activity is defined as a method of learning. Methods include reading, courses, tours, workshops, internships, discussions, research, conferences, listening to cassettes, correspondence courses, etc.

II. Institutional Definitions

A. Has the institution/organization you represent formulated a definition of:

1. LIFELONG LEARNING

☐ YES. Can you paraphrase it?

☐ NO. Do you think your organization should have such a definition?

☐ YES ☐ NO

If YES, can you suggest one?

If NO, why not?

2. CONTINUING LIBRARY EDUCATION

☐ YES. Can you paraphrase it?

☐ NO. Do you think your organization should have such a definition?

☐ YES ☐ NO

If YES, can you suggest one?

If NO, why not?

II. Institutional Definitions (Continued)

3. LIBRARY STAFF DEVELOPMENT

☐ YES. Can you paraphrase it?

☐ NO. Do you think your organization should have such a definition?

☐ YES ☐ NO

If YES, can you suggest one?

If NO, why not?

B. Go back to page 4, where you listed the learning activities you thought constituted Lifelong Learning, Continuing Library Education, and Library Staff Development. Check the activities your institution sponsors for each category.

C. For whom does the institution you represent sponsor these activities?

INSTITUTIONAL TARGET AUDIENCE FOR...

	...LIFELONG LEARNING
	.. CONTINUING LIBRARY EDUCATION
	...LIBRARY STAFF DEVELOPMENT

III. State and Regional Level Definitions

A. One of the goals of the 1979-80 CLENE/USOE Institute was to...

> ...facilitate the development of statewide coordinated systems of continuing education for personnel in the library-information-media profession.

Presumably, this is a goal of your planning process, too. What is your understanding of a statewide or regional coordinated system of continuing education for personnel in the library-information-media profession?

B. Participants in the 1979-80 CLENE/USOE Institute were asked about their experience in two areas: (1) planning for programs (2) planning for coordination. What is your understanding of these two concepts?

PLANNING FOR PROGRAMS

PLANNING FOR COORDINATION

IV. Other Concepts and Terms to be Discussed and Defined

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

WHERE ARE WE NOW?

Continuing education has long been a concern and practice in the library field. Coordinated planning for continuing library education is a more recent concern. Every state or region has a continuing library education system, but many have not yet articulated that system. To work towards a coordinated system, it is essential to know the existing system and the forces that play within it. The more specifically you can describe--articulate--the system as it exists, the more specifically you can focus planning to improve that system.

The questions that follow broadly address areas which must be considered in articulating a state or regional continuing library education system. They are not all encompassing; for some they will be too detailed; for others, not detailed enough. Many of you will not be able to provide specific information, but most should be able to make an informal guess.

Questions are organized around three categories:

(1) Continuing Library Education Consumers

--the people in your area who are involved in developing or delivering library service. They are all potential learners or consumers of continuing library education.

(2) Continuing Library Education Providers

--organizations, institutions, or individuals who are involved in developing and delivering continuing library education or who have the potential to do so.

(3) Climate of Library Development

--the status of librarianship in your area and the factors contributing to that status.

It is suggested that the team use these questions as a basis for discussion. Are they relevant? What other questions must be asked in order to describe your regional continuing library education system?

Formulate answers to the questions on the following pages and to the additional questions the group raises. If the group cannot answer a question or wishes to pursue it further, discuss how the answer could be found. Write all this down, too.

If this section of the workbook does not aid your planning, feel free to discuss or work on something else.

I. Continuing Library Education Consumers

A. How many people are employed in the libraries in your area?

_____

On the chart below, indicate the number of people working in academic, medical, public, school, and special* libraries. What percentage of that work force is librarians**, and what percentage support staff?

	Approximate Number of People Working in Library	% Working As Librarians	% Working As Support Staff
ACADEMIC LIBRARIES			
MEDICAL LIBRARIES			
PUBLIC LIBRARIES			
SCHOOL LIBRARIES			
SPECIAL LIBRARIES			

* These categories are used because they represent the major types of libraries. Medical libraries are separated from the other categories because of the strength of the continuing education systems supporting medical library staff.

**For the purpose of this question, librarian is defined as any person working in a position designated as librarian regardless of educational background.

B. For each type of library, what kinds of people are the "non-library" policy makers? (Trustees may make policy for public libraries and have budget-making power; university presidents or provosts may make academic library policy, as may faculty committees.)

List the positions of these policy makers. Then estimate the number of each in your area.

	POLICY MAKERS	NUMBER
ACADEMIC LIBRARIES		
MEDICAL LIBRARIES		
PUBLIC LIBRARIES		
SCHOOL LIBRARIES		
SPECIAL LIBRARIES		

C. How many people volunteer their services to the libraries of your area?_____

--Of these, what percentage is volunteer workers?_____

--What percentage is Friends of the Library ?_____

D. What do you know about the people who make policy for, work, or volunteer in your regional or state libraries?

Consider elements such as educational background, professional activity, work functions, demographic characteristics, continuing education needs, etc., and write a profile of the volunteer, paid worker, and policy maker in:

ACADEMIC LIBRARIES

PAID STAFF

Professional:

Support Staff:

VOLUNTEERS

Professional:

Support Staff:

POLICY MAKERS

MEDICAL LIBRARIES

PAID STAFF

Professional:

Support Staff:

VOLUNTEERS

Professional:

Support Staff:

POLICY MAKERS

PUBLIC LIBRARIES

PAID STAFF

Professional:

Support Staff:

VOLUNTEERS

Professional:

Support Staff:

POLICY MAKERS

SCHOOL LIBRARIES

PAID STAFF

Professional:

Support Staff:

VOLUNTEERS

Professional:

Support Staff:

POLICY MAKERS

SPECIAL LIBRARIES

PAID STAFF

Professional:

Support Staff:

VOLUNTEERS

Professional:

Support Staff:

POLICY MAKERS

D. How do the people who work or volunteer in the libraries of your state or region continue their library related education?

ACADEMIC LIBRARIES

LIBRARIANS:

SUPPORT STAFF:

VOLUNTEERS:

POLICY MAKERS:

MEDICAL LIBRARIES

LIBRARIANS:

SUPPORT STAFF:

VOLUNTEERS:

POLICY MAKERS:

PUBLIC LIBRARIES

LIBRARIANS:

SUPPORT STAFF:

VOLUNTEERS:

POLICY MAKERS:

SCHOOL LIBRARIES

LIBRARIANS:

SUPPORT STAFF:

VOLUNTEERS:

POLICY MAKERS:

SPECIAL LIBRARIES

LIBRARIANS:

SUPPORT STAFF:

VOLUNTEERS:

POLICY MAKERS:

E. What are the problems faced by library staff and volunteers in your area in their attempts to continue their library education?

II. Continuing Library Education Providers

A. Who or what organizations/institutions are currently the providers of continuing library education in your area?

List as many as you can think of:

ASSOCIATIONS

LIBRARY EDUCATION PROGRAMS

OTHER POST-SECONDARY EDUCATION PROGRAMS

GOVERNMENTAL TRAINING PROGRAMS

LIBRARIES WITH STAFF DEVELOPMENT PROGRAMS

LIBRARY SYSTEMS OR NETWORKS

VENDORS, JOBBERS, ETC.

OTHERS

B. What organizations/institutions outside your area are currently providing continuing library education for library personnel (paid or volunteer) in your state or region?

C. What are the problems faced by providers in their attempts to provide continuing education for the paid and volunteer workers in your state or region?

LOCAL PROVIDER PROBLEMS IN SERVING AREA

OUT-OF-AREA PROVIDER PROBLEMS IN SERVING AREA

III. Climate of Library Development

A. How would you characterize library development for each type of library in your area?

ACADEMIC:

MEDICAL:

PUBLIC:

SCHOOL:

SPECIAL:

B. How would you characterize library development in the area as a whole?

C. What do you expect the status of library development to be in the area in five years?

D. What are the major library policy making organizations/institutions in your state or region? Have these organizations developed a continuing education policy or program?

POLICY MAKING STRUCTURES	CONTINUING LIBRARY EDUCATION POLICY

E. What are the major library policy making organizations/institutions outside your area which affect area library development? Have these organizations developed a continuing education policy or program?

POLICY MAKING STRUCTURES	CONTINUING LIBRARY EDUCATION POLICY

IV. What other questions should be asked about your area in articulating the present continuing library education system?

WHERE ARE WE GOING?

To date no single state or region has announced that a coordinated system of continuing library education has been firmly established. There is evidence that states have established elements of such a system. Plans have been developed and published; needs assessments have been carried out; resource directories prepared; calendars and clearing houses established; recognition and quality control systems developed; delivery systems constructed; task forces, committees, and coordinating councils created; and evaluation discussed. But all these elements, and others not named or even known, which contribute to a coordinated system do not exist in any one state or region; perhaps they never will.

In this section of the workbook, the planning group is asked to consider what a coordinated system of continuing library education would look like in their area. These questions assume an agreement on the concepts and terms used by the team, as well as an understanding of the area's current system of continuing library education. Because there is no formula for a coordinated system, the group should first consider the ideal system for the area it represents. Brainstorm. Use the Continuing Education Planning Inventory: A Self-Evaluation Checklist. Dream. Consult. Work as a team or individually. There are some very broad and open ended questions on the following pages to aid you.

I. Ideal System

A. Go back to page 8 where you wrote down your understanding of a coordinated system of continuing library education. Does that understanding express an ideal system for your area? If not, describe such a system to the best of your ability.

B. In the ideal coordinated system of continuing library education for your area, how would you deal with the following?

COSTS--who pays for what, when, and how?

RECOGNITION--what does the individual get for continuing his/her education?

SERVICE DEVELOPMENT--how do we relate continuing education to improvement in services?

INDIVIDUAL DEVELOPMENT--how do we provide for personal work-related growth?

RULES--how do we decide who or what agency we can count on to do what, when?

RESOURCES--how do we find program ideas, formats, people, and techniques?

TARGET AUDIENCES--how do we decide who this is all for?

EVALUATIONS--how do we decide whether a program is successful and/or had an impact on service or on individual growth?

MOTIVATION--how do we get people to continue their education?

MARKET--how do we assure that there is a balance between consumers and providers?

SCHEDULING--how do we find out about all this, avoid duplication, and make sure there is enough for everyone.

HOW DO WE GET THERE?

There are many approaches to planning. Indeed, there are many names for the planning process itself. Whichever name you use, whichever approach you take, whether you are conscious of the process or not, planning is the answer to the question: "How do we get there?"

The following questions and exercises are designed to assist you in considering both long and short range planning for a system of coordinated continuing library education. If you answer them all, you won't have a plan, but you will have been through a planning process.

It is suggested that the team work on this section together.

I. The Problem

A. Compare the ideal coordinated continuing library education system you created in the previous pages with the existing system you described in Section Two. Note the differences or gap between the two systems. These differences must be resolved to change the existing system.

EXISTING SYSTEM	IDEAL SYSTEM	SYSTEM GAP

B. Break the gap, or problem, down into manageable components. List those components below.

C. Go back over the list of problem components and number them in the order in which they should be tackled.

II. The Strategy

A. What types of program development strategies have been successful in your area?

B. Are any of these strategies applicable to developing a coordinated system of continuing library education?

C. Go back to page 38. Consider the problem component you decided to address first. What strategy would you use to solve it? Write that strategy below.

D. Analyze that strategy using the charts on the next three pages. Note the factors which are potential constraints on the strategy and those which are positive and neutral.

STRATEGY ANALYSIS

	CONSTRAINING FACTOR	POSITIVE FACTOR	NEUTRAL FACTOR
TIME			
MONEY			
HUMAN RESOURCES			

	CONSTRAINING FACTOR	POSITIVE FACTOR	NEUTRAL FACTOR
FACILITIES OR EQUIPMENT			
INFORMATION OR KNOWLEDGE			
SKILLS			

	CONSTRAINING FACTOR	POSITIVE FACTOR	NEUTRAL FACTOR
POLITICS			
GEOGRAPHY			
OTHERS			

E. Do you want to continue with the strategy you wrote down on page 40? If not, alter the strategy or devise a new one. Write the strategy down. Run it through the strategy analysis.

F. Go back to the problem components you listed on page 38. Devise strategies to achieve then. Analyze these strategies and revise or alter as needed.

III. The Action Plan

A. Consider the coordinated system you wish to develop, the problems you face in doing so, and the strategies you have devised to resolve the problems. These can be translated into goals, objectives, and methods. List them below.

IDEAL SYSTEM OR GOAL	PROBLEM COMPONENT OR OBJECTIVE	STRATEGY OR METHOD

B. What elements of the strategy can be carried out in:

SIX WEEKS?

SIX MONTHS?

ONE YEAR?

TWO YEARS?

THREE YEARS?

C. For what elements of the strategy are you unable to project a time frame? What not? When do you think you will be able to project a time frame?

D. What is the first action you will take to implement the strategies?

AS INDIVIDUALS?

AS A TEAM?

E. What is the second action?

AS INDIVIDUALS?

AS A TEAM?

F. How will you know the influence or impact of your first and second actions?

G. How many actions have you planned to undertake as individuals and as a team between now and your next meeting? List them.

H. How will you decide, as individuals and as a team, what future action should be undertaken?

BIBLIOGRAPHY

There are literally thousands of books, reports, and articles on adult education, staff development, continuing profession education, on-the-job training and instruction techniques. There is an even more extensive literature in areas which support and relate to continuing education: group dynamics, evaluation, organizational development, industrial psychology, educational technology, personnel administration, change theory, planning, etc.

The following are directed at the process of developing a coordinated system of continuing library education. The bibliography does not include plans and reports from specific states or regions; for information on actions and planning in progress, contact CLENE or check the indices of library literature.

The CLENExchange, CLENE's newsletter, typically contains reviews and notices of materials useful to continuing library education planners. If something is useful to you, let CLENE know so it can be shared with others.

Biscoe, Eleanor Lynch, editor. Planning for Statewide Continuing Education for Library-Information-Media Personnel. Washington, D.C.: Continuing Library Education Network and Exchange, 1980.

A report of the 1979-1980 "Statewide Systems of Continuing Education: New Directions Institute" for which this workbook was originally prepared. Presentations by Brooke Sheldon, John Bachmann, Muriel Howick, and Margaret Gossin, review elements of systems planning. Directed at the state level, these presentations and the reports of discussion are applicable to local and regional planning efforts. This practical and problem-centered report also contains overviews of theory. The three institutes, funded by USOE and sponsored by CLENE to develop statewide systems of continuing education, are reviewed and the status of state level planning summarized.

CLENE, Inc. Institute for State Library Agency Personnel Responsible for Statewide Systems of Continuing Education for Library/Media/Information Science Personnel--1976/1977. Continuing Education Inventory: A Self-evaluation Checklist. Draft 5. Washington, D.C.: Continuing Library Education Network and Exchange, May 1977.

Developed by participants and staff of the first CLENE/USOE Institute on state level planning, this checklist is applicable to any geographic and jurisdictional level of multi-organizational planning for a coordinated system of continuing library education. Six criteria identified as "valuable" in the planning process are defined: needs assessment, goals, and objectives, resources, roles, dissemination, and evaluation. A checklist of elements expanding the criteria and demonstrating how to apply them make up the remainder of this succinct document.

Conroy, Barbara. Library Staff Development and Continuing Education. Littleton, Colorado: Libraries Unlimited, 1978.

This guide and reference book balances theory and practice for practitioners and is useful for planning educational activities developing a continuing education program or learning about continuing library education and staff development. Planning criteria, tips, and examples are organized around fifteen guidelines. Charts and diagrams expand the clearly written narrative. This manual is for the program planner who wants to know why as well as how. It doesn't deal directly with coordinated systems of continuing library education, but provides such solid grounding in good planning practice that it is useful.

Conroy, Barbara. Library Staff Development Profile Pages: A Guide and Workbook for Library Self Assessment and Planning. Available from B. Conroy, Box 502, Tabernash, Colorado 80478, 1979.

A practical workbook designed for use by people without special expertise but equally useful to those more knowledgeable about staff development. Conroy asks the questions and you supply the answers, giving a systematic overview of your library's staff development programs and policies. Look at it from the point of view of its applicability to your area. Many of the questions and checklist can stimulate thinking about a continuing library education system.

Houle, Cyril O. Continuing Learning in the Professions. San Francisco: Josey-Bass Publishers, 1980.

Houle explicates a concept of lifespan learning for professionals in this intensive analysis of continual learning in the professions. Dealing with issues, particularly ways in which quality of professional service relates to education, Houle establishes broad guidelines for continuing professional education. This book won't tell you how to develop a system of continuing education, but will expand your understanding of ideas which contribute to one. It is a major contribution to the field and a must for those who have an interest in long range planning for the development of the library and information profession.

Knowles, Malcolm S. The Modern Practice of Adult Education: Andragogy versus Pedagogy. New York: Association Press, 1980.

A revised edition of this classic practical guide to the theory and practice of adult education. Knowles provides basic planning aids while explaining a comprehensive theory of adult learning which will provide the framework on which to build programs. Modern Practice includes sample designs, policies, assessment and evaluation procedures as well as solid narrative on the why and how of providing learning opportunities for adults.

Le Breton, Preston P., editor. The Assessment and Development of Professionals: Theory and Practice. Seattle: University of Washington, Division of Academic and Professional Programs, Continuing Education, 1978.

Twenty-five papers prepared by a diverse representation of educational planners for professions, including librarianship. Papers cover all phases of the continuing education process by focusing on assessment issues in the fields included. Specific programs and models are described. Le Breton's succinct introductions to each section are in themselves a mini-course in planning to meet the educational needs of a profession. This book is for individuals who bear a major responsibility for improving the competence of practicing professionals in their fields but the theory is adaptable to less global responsibilities. The papers directly relating to librarianship are by Peter Hiatt and by Douglas Zweizig and Brenda Dervin.

Le Breton, Preston P., editor. The Evaluation of Continuing Education For Professionals: A System View. Seattle: University of Washington, Division of Academic and Professional Programs, Continuing Education, 1979.

The second book in a continuing professional education issues and development series, this collection of twenty-two papers deals with applied research in evaluation methodologies. The approach is multi-disciplinary, covers all phases of the planning process, and includes both reports of projects and conceptual papers. Le Breton's running comments provide a context for the papers. His system view is a useful adaptation of planning techniques to developing a coordinated system. Librarianship is represented with papers by Vernon E. Buck, Douglas Zweizig, and Peter Hiatt. The Buck and Zweizig papers deal with specific attempts to assess needs and measure change; the Hiatt paper provides a model for linking continuing education to change.

Stone, Elizabeth W. "Continuing Education for Librarians in the United States" in Advances in Librarianship, Vol. 8. Edited by Michael Harris. New York: Academic Press, 1978: 241-331.

A review of continuing library education developments and literature from 1965 through 1977 by one of the field's major leaders. The article defines continuing library education in relation to adult education and the library profession. It reviews design and planning issues and discusses individual and organizational roles and responsibilities. An overview of the activities of associations, library education programs, state libraries, and institutions of higher education is given. Particular emphasis is placed on the development of CLENE, The Continuing Library Education Network and Exchange.

Wadsworth Publishing Company, with the National University Extension Association. Power and Conflict in Continuing Education: Survival and Prosperity for All? Belmont, California: Wadsworth Publishing Company, 1980.

A printed symposium, including papers and selected discussion, on power and politics in continuing education asks the tough questions: Who should provide what for whom? How should continuing education be evaluated, financed, managed, and staffed? How do we deal with "turf" problems and control robber barrons while ensuring prosperity and the establishment of a learning society? There are no final answers in this dialog and no index to the book's many facets but a number of issues are raised which affect continuing library education as well as the broader field of continuing library education.